|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Halifax County Schools - Elementary School Weekly Lesson Plan** | | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | | **Grade Level: 5th** | | | **Date(s): Unit 1, Week 5 (5.ela.unit1.week5)**  **September 26 – September 30** | | | |
| **Curriculum Area:** | English Language Arts | | | | **I Can Statements & Learning Targets (I can……..):**  I can read unfamiliar words and infer their meanings based on the story  I can explain how parts of a text fit together  I can compare and contrast expository text structures  I can use the writing process to write informative/explanatory texts  I can participate productively in discussion groups | | | | | | |
| **Content: NC ScoS**  **RL5.5 -** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  **RL5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  **RI5.5** – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **RI5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  **RFS5.4**Read with sufficient accuracy and fluency to support comprehension.  **RFS5.4c** - Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  **W5.2**  (informative/explanatory texts)  **W5.2a** (prewriting), **W5.2b** (drafting), **W5.2c** (revising), **W5.2d** (editing), **W5.2e** (publishing)  **SL5.1b** (discussion roles)**, SL5.1c** (contribute)  **L 5.3a** (conventions) **L5.4b** (spelling derivatives), **L5.4c** (dictionary use, et al.) | | | | | **Technology Standards & Resources:**  5.RP.1 Apply a research process as part of collaborative research.   * 5.RP.1.1 Implement a research process by collaborating effectively with other students.   5.TT.1 Use technology tools and skills to reinforce and extend classroom concepts and activities.   * 5.TT.1.1 Use a variety of technology tools to gather data and information.   Online websites  Smartboard  Document camera | | | | | | |
|  | **RL5.1/RI5.1 -** What inferences can you make? What information would you need to support the inference?  **RL5.4/RI5.4 -** What strategies can you use to help you find the meaning of the word?  **W5.2 -** How will you narrow the focus of your writing? What relevant facts support the topic? | | | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | | | | Summarize text by chunking.  Determine character point of view by predicting and inferring.  Create writings to show content understanding and character point of view. | | |
| **Vocabulary:**  Academic/Content | Webquest, advertisement, annotate, annotation, printing press, movable type, ink, columns, header, font, text box, illustration, photograph, summary, summarize | | | | **Teacher Resources:**  Hakim, Joy. (1993) . A History of US: From Colonies to Country. (New York: Oxford University Press).  Lenski, Lois. (1941). Indian Captive: The Story of Mary Jemison. (New York: Scholastic, Inc.).  Online websites  Reading folders  Constructed Response notebooks  Colored pencils (T), red and green each child, other colors too  Reading notebooks  Rulers  Dictionaries, thesauruses | | | | | | |
| **Monday**  **Subject Integration:**  **Social Studies**  **RL5.4, RL5.5** | **Whole Group** p. 38-43, IC: TSoMJ, 1 copy per child  **A)** Hook – “How might you feel if you lived in a cabin in a small collection of cabins, and American Indians attacked one day. Instead of fighting the attack, you and your family chose instead to be taken alive. And then the Indians set fire to your house and all the houses. You marched for hour upon hour. At some point, you were separated, culled from the mass of people, and made to march with other children with none of your parents along. You didn’t know where they went. You only know that you were made to hike farther and farther into Indian territory. You were cold, you were tired, you were hungry. How would you feel? What were you thinking about?”  **B)** “This story is about a real child but it is a fictionalized account. We know she lived through these events. We just don’t know how she really felt. Because, you see, she stayed with the Indians, even when she was able to rejoin the settlers. Let’s read to find out about Mary.” Discuss problematic vocabulary you predict they will struggle with.  **C)** Choral read p. 38 in chunks. With each chunk, summarize the section. Model writing summary statements or key words in margin. “Now, we will read the remainder of p. 39-40 in partner groups. You will summarize your large chunks.” Monitor groups.  **D)** When students finish reading p. 40, have them help you write a summary of p. 38-40, based off the text (RL5.1; RL5.5) on SB, using document camera.  **E)** “We will continue this on Wednesday.”  **F)** Spelling pretest. | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Tuesday**  **Subject Integration:**  **Social Studies**  **RI 5.4, RI 5.5, SL5.1b, SL5.1c** | **Whole Group (45 min.)**  **A)** Hook – create T chart comparing primary source versus secondary source. Ask students to connect these definitions with the sources (or texts) you have encountered recently.  **B)** Using this website, show students how a colonial broadsheet looked. Examine it. <http://www.oes.edu/ls/grades/5th/colonialnewspaper/benfranklinnews1750.jpg>  “What does this tell you? How is it organized?” Discuss the way the text is organized. (2 columns, printing is old letters, chronologic but also out of order because using reason and supporting evidence)  **C)** Compare to modern newspaper. “Why are columns used?” “Why are there not pictures?” “What features help organize the text?” (text box, bold, different fonts)  **D)** Make decisions about how our newspaper will look. What types of articles and ads should be in it?  **E)** Summarize – “Why are we writing a colonial newspaper?” | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Wednesday**  **Subject Integration: Social Studies**  **RL5.4, RL5.5** | **Whole Group (45 min.)** use passages from Monday  **A)** Review Monday’s activities. Set up partner groups again.  **B)** Students read aloud text and annotate summaries with chunks of text.  **C)** Students help teacher write group summary.  **D)** Directly teach how the chunks of text relate to one another (RL5.5).  **E)** “We learn genres and how text is constructed to help us as readers. How do you think this might help?” (prediction, see cause and effect relationships, ‘read’ the clues and foreshadowing)  **F)** TOtD – How does knowing how a text is organized help you as a reader? | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Thursday**  **Subject Integration:**  **Social Studies**  **RI5.7, RI5.5, RI5.4** | **Whole Group (1 hour)** p. 138-141**,** AHoUS, 1 copy per student  **A)** Hook – watch video <https://www.youtube.com/watch?v=phD0pEaczzg>  **B)** “We are going to read today about the printing press. Ben Franklin was a famous printer during this era. As we read, I want you to annotate your text.” Distribute readings. Choral read p. 138, model annotations on SB with document camera. After you finish p. 138, groups continue on their own.  **C)** Lead class in discussion about the advantages the printing press provided the colonies. “How would the printing press assist the colonists on moving for independence?” (improved communication in that the actual message could be reproduced and distributed quickly, widely, etc.)  **D)** Conclude activity.  **E)** Spelling practice test. | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Friday**  **Subject Integration: Social Studies, W5.2, W5.2a, W5.2b, W5.2c, SL5.1b, SL5.1c** | **Whole Group (1 hour)**  **A)** Review RL5.5 and RI5.5 with a class game.  **B)** SchoolNet/ClassScape assessment for RL5.4, RL5.5, RI5.4 and RI5.5. Keep assessment down to 3 passages tops (aim for 2). Add in RL5.1 and RI 5.1 to maximize passage reading, if necessary.  **C)** Spelling test. | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  --  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  --  Action/Activities: | | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  --  Action/Activities**:** | |
| **Daily Five Activities for the Week** | **Read to Self**  See small group routines | **Read To Someone**  See small group routines | | **Listen to Reading**  See small group routines | | | **Word Work**  See small group routines | | | | **Work on Writing**  (none this week) |

**More information about strategies in lessons**

**Open mind portrait**

<http://www.ux1.eiu.edu/~cfdjc/openmind.html>

**Runaway slave ads**

Virginia <http://www2.vcdh.virginia.edu/fellows/runaway.html>; <http://www.history.org/history/teaching/runaway.cfm>;

North Carolina <http://libcdm1.uncg.edu/cdm/landingpage/collection/RAS>

Texas <http://digital.sfasu.edu/cdm/landingpage/collection/RSP>

**Webquest**

<http://webquest.org/>

http://webquest.org/index-create.php